

**Saint Charles Borromeo Catholic School  
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**2011-2012 Student Handbook**

**Student Name**

**Grade**

**Room**

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Our **Vision**: **Share Faith. Serve Others. Seek Knowledge.**

Our **Mission**: **To teach, love, live, and learn as Jesus did.**

Our **Beliefs**:

St. Charles Borromeo School believes that:

1. Each child is created in God's image and that opportunities are provided to enable all students to reach their potential.
2. Parents are the primary educators of their children and we will assist parents in educating their children in the teachings and practices of their faith.
3. All children deserve a safe, loving, and respectful environment where children and faculty can grow spiritually and academically.
4. Each member of the school community is called to a personal relationship with Jesus Christ.
5. We are members of a larger church community whose role is to proclaim the Gospel message and celebrate through prayer, worship, and service.

**ST. CHARLES HANDBOOK  
EXPECTATIONS OF ST. CHARLES STUDENTS**

The following list emphasizes the positive actions expected of students committed to studying in a Catholic school environment. It is through the sharing of faith and values that we help students to grow spiritually, socially, and academically to the best of their ability.

1. Students are expected to treat others in a Christian manner as they expect to be treated.
2. Students are expected to demonstrate respect for all faculty and staff members, volunteers and other students. This would include refraining from physical and/or verbal harassment as well as profanity.
3. Demonstrating true pride in being a part of the St. Charles School community, students are expected to respect all property and to assist in maintaining order and cleanliness in the school building, church and on school property.
4. Realizing that liturgy is an important part of the school community, students participate actively in the planning and celebration of grade level and all school liturgies.
5. Students follow all guidelines and expectations as outlined in this school handbook.
6. Realizing that all individual gifts and talents are gifts of God, students strive to use all of their gifts to develop their greatest potential and to help to build the Kingdom of God.

## SCHEDULE FOR THE DAY

|                |   |
|----------------|---|
| 8:00 am        | School begins for student in grades 7 & 8           |
| 8:05 am        | School begins for students in grades K-6            |
| 11:15-12:15 pm | Classes break for lunch and recess at varying times |
| 3:00 pm        | Dismissal of bike riders and walkers                |
| 3:05 pm        | Dismissal of car riders                             |

## Arrival

1. Car riders are not to arrive before 7:35 a.m., as the cafeteria doors will not be opened until that time. They are to enter by the cafeteria, and, if prior to the 7:50 a.m. bell, they will wait there quietly. At the 7:50 a.m. bell, students report to homeroom.
2. Walkers and bike riders may not arrive before 7: 35 a.m.
3. At the 8:00 bell all 7th/8th grade students, and at 8:05 all students grades K-6 should be in their homerooms and seated. There is to be no talking during the a.m. prayer and announcements.

## Classroom Expectations

1. Talking, running, and all loud noise in the halls and restrooms are never permitted.
2. In order to leave the homeroom, permission of the homeroom teacher is necessary.
3. Students should take proper care of desks, chairs, and other school property. Rental books may not be marked in any way. Restitution is required for any property damage.
4. Class changes should be done in a quiet and orderly manner and monitored by grade level teachers.
5. All written work to be handed in should be headed as follows:

|                    |       |
|--------------------|-------|
| Name               | Date  |
| St. Charles School | Grade |
| Subject            |       |

## Dismissal

Silence is to be maintained in the classroom until bike riders and walkers are called. You are to remain in your homeroom and leave only when your transportation is called. Drinking fountains and restrooms are off limits during afternoon announcements.

## AMENDMENTS TO THE HANDBOOK

The Principal retains the right to amend the handbook for just cause. Parents and students will be notified as soon as possible when changes are made.

## ATTENDANCE

1. **Tardiness** - You are tardy if you arrive later than the time designated for the beginning of the morning and/or afternoon sessions. You must stop in the office and pick up a green slip before going to your homeroom. If you are tardy five times in one quarter, you will receive a detention.
2. **Absence** - Upon returning to school after an absence, a written note stating the reason for the absence and signed by your parent/guardian must be presented to the teacher within two days. If notes are not received by the second day, you must report to the office and parents will be called. Students who do not attend school at least one-half day, especially for reasons of health, may not participate in any after school practices, games or meetings on that day.
3. **Appointments** - Whenever possible, dentist and doctor appointments should be made after school hours. All appointments during school hours must be presented in writing to the school office, where a pass will be issued. If your appointment is before school, and you will be arriving late:
  - a. Please notify your homeroom teacher by note on the previous day. You will be marked as an excused tardy if you are not present at 8:05 a.m.
  - b. If you are purchasing lunch for the day, please inform your teacher or the school office.

## CAFETERIA GUIDELINES

1. If a student would like to order a hot lunch, he needs only to raise his hand when the homeroom teacher asks for the lunch count at the start of each day. As the student enters the cafeteria, the attendant will deduct the price of a hot lunch (or milk, or ice cream) from the student's individual account. If an extra entrée is ordered with a hot lunch, the student should share this with the cafeteria attendant upon check in, and the cost of the entrée will be deducted along with the price of the regular full lunch.
2. Milk and ice cream will be sold daily.
3. Politeness, courtesy, and cooperation toward faculty, lunch assistants, and other students is expected at all times.
4. Students are responsible for cleaning their own places, the table at which they are seated, and the area around it. Please be respectful of the next student who will occupy the same lunch space.
5. **Students are expected to exhibit good table manners and courtesy at all times in the cafeteria.** Talking should be done only with persons seated next to you or across from you. Keeping your voice soft will help make the cafeteria a pleasant place for all.
6. To assist the volunteers to record lunches quickly and accurately, students purchasing hot lunch must enter the cafeteria with their homeroom and in alphabetical order by last name.

## CHURCH

Eucharistic Liturgy will be celebrated:

|           |            |          |            |
|-----------|------------|----------|------------|
| Tuesday   | Grades 3-5 | Thursday | Grades 6-8 |
| Wednesday | Grades 1-2 | Friday   | All School |

All school liturgies will also be celebrated for Holy Days and special feast days. Students at St. Charles have the privilege of attending Mass and other spiritual exercises. This privilege allows you to grow in your love for God, our Father; Jesus Christ our Savior; and the Spirit, who dwells in you while allowing you to pray for those in need. Your prayer life together is what makes St. Charles School a living Christian community. In order to take advantage of these opportunities for prayer, the following regulations must be followed:

1. All students will join in our celebrations in song and prayer.
2. When entering and departing church, you should remember that it is God's dwelling place and adore Him with a respectful genuflection and proper use of holy water.
3. In reverence for Jesus present in the Blessed Sacrament, you are to be silent when entering and leaving the church.

## **DISCIPLINE GUIDELINES**

Self discipline, respect for others, and cheerful cooperation are considered basic behaviors for St. Charles School students. Students are expected to be honorable, charitable and responsible. Disciplinary actions are corrective measures taken by a faculty member or administrator as responses to inappropriate behaviors. They are intended to provide an appropriate reaction based on the seriousness of the offense with the intent to have the student realize his/her mistake, understand the school's concern, and take appropriate actions to change the inappropriate behavior.

1. Teachers will handle all normal discipline problems that occur in their classrooms. They will communicate with parents concerning problems so they can work together to correct these.
2. Problems that occur in the cafeteria or on the playground will be referred to the assistant principal.
3. The assistant principal and the teachers will notify the principal about any serious offense.
4. Students who are sent to the "time out" bench three times in one quarter will receive a detention from the principal.

### **Procedures for Serious Offenses:**

Disciplinary referral slips will be given to students for the following MAJOR violations:

1. Deliberate disobedience, defiance or disrespect toward any person in authority, such as teachers, teacher assistants, parents, patrols, office staff, cafeteria and maintenance personnel, etc.
2. Habitual disruptive behavior, such as inappropriately speaking out, excessive talking during class, causing deliberate distractions, and inappropriate behavior on parish property.
3. Physical or verbal abuse, including intimidation or bullying of others.
4. Damage to parish/personal property, such as textbooks, equipment, furnishings, facilities, materials, etc.
5. Stealing, lying, cheating
6. Truancy or unauthorized leaving of school.
7. Other - this includes any other incident (i.e. playground, etc.) that requires parent notification.

Disciplinary referral slips will include extreme violations as well which are outlined in the Suspension/Expulsion policy in this handbook.

The disciplinary referral slips will also list minor violations, which require parental notification. These violations may include:

1. Leaving the classroom without permission.
2. Inappropriate language.
3. Unauthorized candy/gum/food.
4. Unauthorized toys or electronic devices (i.e. walkmans, computer games, etc.).
5. Inappropriate behavior in the hallways, restroom, classroom, Church, cafeteria, playground, etc.
6. Miscellaneous (includes any other incident which requires a referral).

After receiving five referral slips for minor violations a student will be issued a slip for a major violation.

### **Referral Procedures**

1. The adult issuing a disciplinary referral slip will provide the student's homeroom teacher with all three copies. The homeroom teacher is then responsible for assigning the appropriate consequence, noting it on the referral form and distributing one copy to the student and one copy to the office.
2. When a student is issued a disciplinary referral slip, a copy will be sent home to the student's parent/guardian. This form is to be signed and returned the next school day. The student's homeroom teacher will then keep the form on file.
3. Consequences for each major violation referral will occur in the following order:

|                  |   |
|------------------|---|
| First referral:  | Detention   |
| Second referral: | Detention and conference with student, parent/guardian, and teacher(s).<br>Saturday detention for any 7th/8th grade student. At this point, principal notified. |
| Third referral:  | In-School-Suspension students 1-6.<br>Saturday detention for any 7th/8th grade student with extended time.  |
| Fourth referral: | Out-of-School (OSS), or In-School-Suspension (ISS), and conference with principal, teacher(s),<br>parent/guardian and student prior to readmission to classes.  |
| Fifth referral:  | Extended OSS or ISS with possibility of expulsion.<br>Conference with principal, teacher(s), parent/guardian and student prior to readmission to classes.       |

Extreme incidents may incur the penalty of immediate suspension.

### **Probationary Period**

If a student does not receive additional referrals for any major violations for a period of eight or more weeks then the next major referral may result in a repetition of the most recent consequence.

These policies will apply to ALL school related activities on and off school property.

### **DETENTION**

A teacher, the assistant principal, or the principal may assign students after-school detention for academic or behavioral issues. Students will be notified at least one day in advance. They will be issued a detention slip stating the reason for the detention, the date and time for the detention, and to which classroom to report for the detention. This form will be sent home with the child for a parent's/guardian's signature. Pupils who for a good reason (such as a previously scheduled doctor's appointment) cannot stay for the scheduled detention must bring a written note from a parent/guardian. Sport's practices, games, club meetings, etc. are not acceptable reasons for deferring a detention. Failure to serve the detention on the assigned day without a written parental excuse to the person assigning the detention will result in the detention being doubled. Repeated detentions are cause for suspension or other disciplinary action to be decided by the principal.

During the detention the child will be given some type of physical or academic work. The detention period will not be a time for visiting, playing, or doing homework. Detentions will normally be held once a week from 3:10-4:00 pm. Parents will be required to provide transportation for their child immediately at the end of the detention. Students can be picked up at the main school door.

## **SUSPENSION/EXPULSION POLICY**

The grounds for expulsion or suspension stated below apply when a student is:

1. On school grounds.
2. Off school grounds at a school activity, function, or event.
3. Traveling to or from school or a school activity, function, or event.
4. At any other time when a student's conduct either causes harm or could potentially cause harm to the other students, school employees or property, or the reputation of the school or the diocese.

The following types of student conduct constitute grounds for expulsion or suspension. This listing is not intended to be exhaustive of all types of conduct:

1. Any conduct which in the opinion of school officials is contrary to the principles and teachings of the Catholic Church.
2. Using violence, force, noise, coercion, threat, intimidation, fear, passive resistance, sexual harassment, or other comparable conduct constituting an interference with school purposes, or urging other students to engage in such conduct.
3. Causing or attempting to cause damage to property belonging to any other person, student, school employee or the school property, stealing or attempting to steal property belonging to any other person, student, school employee or school.
4. Intentionally causing or attempting to cause physical injury or intentionally behaving in such a way that in the opinion of school officials could cause physical injury to any person.
5. Threatening or intimidating any individual for whatever purpose.
6. Possessing, handling or transmitting a knife/gun or any other object which under the circumstances and in the sole opinion of school officials could be considered a weapon. A student who must use a knife as part of an organized activity held by an organization that has been approved by school officials is exempt from this rule so long as the knife is used as a part of or in accordance with the approved organization.
7. Possessing, using, transferring, purchasing, selling, and/or being under the influence of alcohol, tobacco, or any controlled/harmful substance or intoxicant of any kind. The prescribed use of a drug authorized by a medical prescription from a physician does not violate this rule.
8. Engaging in the unlawful selling of a controlled substance or engaging in a criminal law violation that constitutes a danger to students or constitutes an interference with school purposes or educational function.
9. Failing in a substantial number of instances to comply with directions of teachers or other school personnel during any period of time when the student is properly under their supervision.
10. Engaging in any activity forbidden by the laws of Indiana that interferes with school purposes or educational function.
11. Violating or repeatedly violating any rules that are in school officials' opinion necessary in carrying out school purposes or an educational function.
12. Possessing or using on school grounds during school hours an electronic paging device or a hand held portable telephone in a situation not related to a school purpose or educational function.
13. Engaging in any unlawful activity on or off school grounds if the unlawful activity is considered by school officials to be an interference with school purposes or an educational function.

**SUSPENSION** This is a temporary status in which a student may be placed by the principal.

### **Type I In School**

The student is removed from the normal school situation, placed in a private work area and supervised by the principal, assistant principal or their designee. The student will be given work from all subject areas and all work must be completed before returning to the normal school routine. Term not to exceed five days.

### **Type II Out of School**

The student is placed under parental supervision and is sent home. According to diocesan policy no make up work is allowed when a student is suspended out of school. All school related extra curricular activities of the student will cease through the duration of the suspension. Term not to exceed five days.

## **EXPULSION**

The principal has the right to discipline a student, up to and including expulsion, for any violation of the school's policies or rules and regulations of student behavior. There are some extreme incidents which of their very nature may incur the penalty of immediate expulsion. The following offenses are considered examples of extreme incidents: Proven delinquency; incorrigible behavior; setting fires; stealing; carrying dangerous weapons; serious destruction of school property; possessing, selling, using, buying, transmitting or secreting any illegal substance, including alcohol; blatant disrespect toward any school authority; real or attempted physical assault upon any person.

### **Gun-Free Schools Diocesan Policy P4560**

Students are prohibited from bringing firearms to school or school functions. Further, students are prohibited from possessing firearms on route to or from school or school activities or on school property. A violation of this policy carries an automatic expulsion from school of not less than one year. This penalty supersedes any penalty, which may be attributed by a local school discipline policy.

## **PROCEDURE FOR SUSPENSION/EXPULSION**

We commit ourselves to a notice and a hearing in all disciplinary situations. This means the student is told what he/she did that was wrong and is given a chance to be heard. A more detailed procedure is followed for suspension and expulsion proceedings.

In cases of suspension or expulsion the following will happen:

1. The principal will study the problem.
2. The student will be told what rule was broken and be given a chance to explain the behavior.
3. Parents will be notified of the problem.
4. The student and parents will be notified of the course of action to be followed.

If a student or parents think a punishment is unfair they have the right to:

1. Discuss it with the teacher(s).
2. Talk with the principal.
3. Meet with the pastor.
4. Contact the School Superintendent at the Diocesan Office of Education.

### **SCHOOL UNIFORM POLICY - SCP1005**

All students in grades one to eight will follow the St. Charles Borromeo School dress code.

#### **DRESS CODE**

St. Charles School enforces a dress code for students in order that all students come appropriately attired for school. Students are expected to dress in a manner that indicates they are engaged in serious educational business. The St. Charles dress code is written to focus on uniformity and enforceability.

Modesty, chastity, humility, unity, obedience, self-discipline, respect for just authority, respect for the inner gifts of our neighbor - not outward appearance, etc. all of these virtues, though not completely developed in a student by a dress code, are aided by a dress code. Dress code also contributes to the building of an overall positive school atmosphere. **All students - Clothes must be modest in fit and style.**

Should changes and/or clarifications to the St. Charles Uniform and Dress Code be needed, parents and students will be informed. All students are obligated to follow this dress code from the first day through the last day of the school year unless otherwise stipulated by the principal. The dress code for all St. Charles students is as follows:

#### **\*\*\* GIRLS \*\*\***

**Blouses** - Blouses are limited to long or short-sleeved styles with a collar. They must button completely down the front or have a button tab front. There may not be ruffles, lace or embroidery on the blouses. Knit shirts with collars and button tab fronts are also acceptable. The top button only may be unbuttoned. Shirts and blouses must be completely tucked in at all times. They are not to be tucked up or rolled up above the waist. Colors for blouses and shirts are the following solid colors: **white, cardinal red, and navy blue.** Small manufacturer's logos are acceptable, but monograms, lettering or emblems are not permitted. These are not permitted: fitted shirts, three-quarter length sleeved shirts, shirts with capped sleeves, shirts or blouses of denim, chambray, sheer or silk material; shirts or blouses that are oversized; shirts with contrasting colors of collars/plackets.

**Turtlenecks** - Turtlenecks are to be of cotton or a cotton blend with a collar that folds down and fits snugly around the neck. Turtlenecks are allowed in these solid colors: **white, cardinal red, and navy blue.**

**Sweaters** - Sweaters are to be of the following solid colors: **white, navy blue or cardinal red.** The sweater must be of a traditional length in cardigan, v-neck or crew neck style. Solid colored sleeveless sweater vests worn over uniform blouses/shirts are also permitted. The sweater may be flat or cable knit. These styles are not permitted: Turtleneck sweaters or sweaters that are oversized or cropped. No zipper sweaters of any kind. No hooded sweaters of any kind.

**Uniform Jumper** - Grades K-3 (jumper optional in grade 4). Royal York jumpers are available new through catalog order or through our school Spirit Shop or from Schoolbelles, [www.schoolbelles.com](http://www.schoolbelles.com). They may also be purchased at the used uniform sale held at the end of the year.

**Uniform Skirt** - Grades 4-8 (skirt optional in grade 4). Royal York skirts are available new through catalog order or through our school Spirit Shop or from Schoolbelles, [www.schoolbelles.com](http://www.schoolbelles.com). They may also be purchased at the used uniform sale held at the end of the year.

**Skirts and jumpers need to touch the tops of the knees when standing. The backs of the skirts and jumpers should also touch the knee crease in the back of the leg while standing.** Please consider the growth of a child over a school year when hemming or buying uniform skirts or jumpers. If shorts are worn under the jumper or skirt, they may not extend below the skirt or jumper. Rolling of skirts at the waist is a violation of the dress code.

**Slacks** - Slacks are to be plain, tailored pants of twill or corduroy. These slacks are to be solid navy. Slacks are to be straight-legged (as in the Docker style pant). They must be hemmed or cuffed. These are not permitted: Flared or belled slacks, slacks with rivets, slacks that are faded or royal blue, slacks that are of jean material or have a contrasting color of top stitching or metal ornamentation. Pants that have draw strings at the waist, knit slacks, stirrups, leggings, or slacks with "cargo pockets" are not permitted. Slacks may not be rolled up or worn tucked into socks. "Hip huggers", slits, back pocket flaps, outside pocket stitching - not acceptable.

**Walking Shorts** - Shorts are to be plain, tailored, twill shorts and are to be solid navy. They must be hemmed or cuffed.

**Shorts must be no shorter than four inches above the knee and may not hang below the knee.** These are not permitted: Shorts with rivets, shorts that are faded or royal blue or shorts with "cargo pockets". Walking shorts may be worn from the beginning of school until November 1 and from April 1 until the end of the school year.

**Belts** - Belts must be worn if there are belt loops. Belts must be solid black, brown or navy. Oversized belts and/or belt buckles are not permitted. Decorative belts or belts with holes the length of the belt are not permitted.

**Socks** - Socks must be worn at all times, even on "dress down" days. Solid color socks of **white, cardinal red, and navy blue** may be worn. Acceptable styles are anklets, knee-highs or opaque tights. These are not permitted: Socks with lace, bows, decorations or trim. Footies are not permitted.

**Shoes** - Flat heeled, leather, tie, loafer, and gym/tennis shoes are acceptable. Heel height of girls' shoes should be no more than two (2) inches high. [To check heel height, set the shoe on a flat surface and measure the heel from the surface to the heel of the shoe. If it is higher than two inches, save it for wearing out of school.] Separate gym shoes are to be kept at school and used only in gym classes. These styles are examples of those not permitted: High heeled or pump styles; construction boots; cowboy boots; sandals; backless shoes; clogs; jellies; flip-flops; water shoes; Teva shoes. Shoes with eyelets must have laces and must be tied.

**Hair** - Hair should be clean and hairstyles must be appropriate. **Dyed, streaked, or tinted hair is not permitted** - no extreme styles.

**Make-Up** - 7th and 8th grade girls only may wear the following: modest foundation, clear lip gloss, clear or light pink nail polish. These are **not permitted**: Heavy foundation, blush, rouge, eye make-up of any kind (mascara, eye shadow, eye liner, etc.), dark lipsticks, or dark nail polish. Any girl in violation of the make-up guidelines will be told to wash it off and will receive a dress code violation.

**Jewelry** - **No jewelry is to be worn while participating in physical education class.** Excessive jewelry may not be worn. Only one set of small studded earrings are permitted. These are not permitted: Large or dangling styles of any type of jewelry, including earrings. Necklaces (limit 1) are to be modest and of a religious nature (holy medal, cross, scapular, etc.). Rings (limit 2 total) are to be modest in appearance. Bracelets (limit 2) should not be worn at school unless they are of a religious nature (WWJD, Jesus bracelet, etc.) Watches, as always, are fine. It is the prerogative of the teacher/principal to ask students to remove jewelry considered inappropriate.

**Other** - No strong perfume or cologne may be worn. Coats, jackets, fleeces, and sweatshirts may not be worn during class unless the fleece or sweatshirt is a dress code approved St. Charles fleece or sweatshirt. These sweatshirts must be worn over a dress code shirt, not over just a T-shirt.

### \*\*\* BOYS \*\*\*

**Shirts** - Shirts are limited to long or short-sleeved styles with a collar. They must button completely down the front or have a button tab front. Knit shirts with collars and button tab fronts are also acceptable. The top button only may be unbuttoned and shirts must be completely tucked in at all times and may not be rolled or tucked up at the waist. Shirt colors are the following solid colors: **white, cardinal red, and navy blue**. Small manufacturer's logos are acceptable, but monograms, lettering or emblems are not permitted. These are not permitted: Shirts of denim, chambray or silk material, shirts that are oversized, shirts with contrasting colors of collars or plackets.

**Undershirts** - All t-shirts worn beneath school shirts must be plain white.

**Turtlenecks** - Turtlenecks are to be of cotton or a cotton blend with a collar that folds down and fits snugly around the neck. The turtleneck must be of a modest fit. Turtlenecks are allowed in white, cardinal red, and navy blue.

**Sweaters** - Sweaters are to be of the following solid colors: white, navy blue or cardinal red. The sweater must be of a traditional length in cardigan, v-neck or crew neck style. Solid colored sleeveless sweater vests worn over uniform shirts are also permitted. The sweater may be flat or cable knit. These styles are not permitted: Turtleneck sweaters or sweaters that are oversized or cropped.

**Trousers** - Trousers should be worn at an appropriate height. Trousers are to be plain, tailored pants of twill or corduroy and are to be solid navy. Trousers are to be straight-legged (as in a Docker style pant). They must be hemmed or cuffed. These are not permitted: Trousers with rivets, trousers that are faded blue or royal blue, trousers with "cargo pockets", trousers that are of jeans material or have a contrasting color of topstitching or metal ornamentation, or pants with a draw string waist. Deck pants, any pants with zippers on the legs, parachute pants, or pants with monograms or decorative emblems are also not permitted. Trousers may not be rolled or tucked into socks. "Low riders", slit pants, back pocket flaps, outside pocket stitching.

**Walking Shorts** - Shorts are to be plain, tailored, twill shorts and are to be solid navy. They must be hemmed or cuffed. Shorts must be no shorter than four inches above the knee and may not hang below the knee. These are not permitted: Shorts with rivets, shorts that are faded or royal blue or shorts with cargo pockets. Walking shorts may be worn from the beginning of school until November 1, and from April 1 until the end of the school year.

**Belts** - Belts must be worn if there are belt loops. Belts must be solid black, brown or navy. Oversized belts and/or belt buckles are not permitted. Decorative belts or belts with holes the length of the belt are not permitted.

**Socks** - Socks must be worn at all times, even on "dress down days". Socks should be of mid-to-top of ankle and easily visible. Solid colored socks of white, cardinal red, and navy blue, brown or black may be worn. The following socks are not permitted: "No show" socks, footies, socks with logos.

**Shoes** - Flat heeled, leather, tie, loafer style, gym/tennis shoes. Separate gym shoes are to be kept at school and only used for gym classes. These styles are examples of those not permitted: Construction boots, cowboy boots, sandals, clogs, flip-flops, water shoes, backless shoes and Teva shoes. Shoes with eyelets must have laces and must be tied. Shoes with straps must have the strap correctly fastened.

**Hair** - Hair should be clean and combed, and hairstyles must be appropriate. Dyed, streaked, or tinted hair is not permitted - no extreme styles. Hair should be above the collar. No lines may be cut into the hair. Boys must be clean-shaven. These should be visible: the face, half the ear, bangs at least an inch above the eyebrow.

**Jewelry** - Necklaces (limit 1) are to be modest and of a religious nature (holy medal, cross, scapular, etc.). Rings are not permitted. Bracelets (limit 2) should not be worn at school unless they are of a religious nature (WWJD, Jesus bracelet, etc.) Watches, as always, are fine. No earrings are permitted. It is the prerogative of the teacher/principal to ask students to remove jewelry considered inappropriate.

**Other** - No strong cologne or after-shave. Coats, jackets, and sweatshirts may not be worn during class unless the sweatshirt is a dress code approved St. Charles sweatshirt and is worn over dress code shirts, not T-shirts.

### OUT OF UNIFORM DAYS

Occasionally for holy days, holidays, spirit week, etc., students will be allowed not to wear their uniform. Instructions for what may be substituted for the uniform will be given by the teacher/principal. The school uniform may be worn on any of these days. If dressing out of uniform the following guidelines will prevail:

#### Dress Up

Clothing worn on these days is worn for a special occasion. Boys: Dress shirt (ties may be worn), dress pants, dress shoes. Girls: Dress, skirt, blouse or dress pants. Guidelines for girls' dresses as follows:

1. Dress length should be no more than four inches from the floor when kneeling.
2. Heel height of shoes no more than two inches high. Set shoe on flat surface & measure the back of the heel.
3. No spaghetti strap, tank top, or sleeveless dresses allowed without the use of a sweater, shrug, or wrap to cover up the top. No bare shoulders or bare backs should be showing.
4. Camisoles should be worn under dresses with a lower front. Cleavage should not be showing.
5. Do not highlight or color your hair in any way. This includes graduation ceremony.

#### Dress Down

Clothing worn on these days is of a more casual nature. It must be neat and not torn. When wearing shorts, please wear shorts with pockets such as a jean short. Shorts must be no shorter than four inches above the knee. These items are not acceptable: Warm up or jogging suits, gym trunks, athletic shorts, cut off shorts, sweat pants, wind suit pants, swishy pants, clogs, sandals, or shirts with inappropriate pictures or messages. Shirts, which do not cover the stomach and waist. Tank tops or sleeveless tops are not permitted.

### DRESS CODE VIOLATION GRADES 1-8

This dress code will be strictly enforced. ONLY the attire stated above may be worn. Since all parents will be asked to sign a form indicating that they have read this code and explained it to their children, few violations should occur. However, should violations occur, they will be handled as follows:

**Uniform offense** - A minor violation is written on the discipline referral form. On dress up and dress down days, students who dress inappropriately will be asked to call home for a change of clothes.

### EXTRA CURRICULAR ACTIVITIES

St. Charles School is concerned with helping all students reach their full potential spiritually and academically. Realizing that extra curricular activities encourage personal growth by challenging students to be the best they can be, we encourage students to participate in extra curricular activities over and above their regular curriculum requirements.

However, participation in the extra curricular activities offered at St. Charles is a privilege for which reasonable standards are established and enforced for the educational and personal welfare of the students who participate. If students cannot successfully pass a normal load of class subjects and demonstrate self-discipline while simultaneously undertaking the extra demands upon time and energy required by extra curricular activities, they should concentrate time and effort on achieving in the classroom. Based on this, St. Charles School sets forth minimum academic achievement and conduct requirements.

## **SCHOLASTIC ELIGIBILITY**

### **Eligibility**

A student remains eligible if the student has passing grades (no grade lower than D-) at the end of each grading period in all subjects. No U in conduct in any subject or homeroom. A few subjects (varies from grade to grade) are graded on a 12-week grading period rather than the 9-week period used for other subjects. The students' grades for these subjects are reported on the next 9-week report card following the completion of the subject. If a student receives an F or U she/he will be ineligible following the same procedures as listed below. However, since these classes would then be finished, we realize that a student would have no way to improve and become eligible again. If such is the case, the teacher of that subject will assign extra work for the student to complete before she/he will be considered to be eligible. The work must be completed in the time frame stipulated by the teacher and be done to his/her satisfaction. If there is a U in conduct, the student will check with his/her current 12-week teacher after several weeks for approval to once again be eligible. The student's grade WILL NOT BE CHANGED but she/he would be eligible at mid term of the grading period that she/he received the F or U.

Students who are on a special grading system may not receive a U in any subject or they will be ineligible as defined below.

### **Ineligibility Procedures**

Students will become ineligible if they receive a failing grade -- below 70% or any unsatisfactory (U) on their interim report or report cards. Teachers in grades 4-8 will review the athletes' grades two weeks after the date that progress reports or report cards are sent home. If the grade has not improved in that time, the student will remain ineligible until the next interim report or report card, whichever comes first.

It is a student's responsibility to check with his teacher two weeks after he has received his grade report. If the student is passing and/or conduct has improved substantially, the teachers will give the student a new grade and/or conduct mark, and the student will come to the principal's office. The principal will then let the athletic director/moderator know that the student either has/has not regained eligibility according to the established guidelines. At no time is the student who is failing allowed to participate in games or at practice until the coach has received the principal's permission.

### **Students under probation are ineligible to participate in extracurricular activities during the probationary period.**

Fall extracurricular participants who received a failing grade, and/or a (U) at the end of the previous school year, must sit out the first two weeks of the academic school year. After the first two weeks of school have been completed, the teachers will review the student's grades and the eligibility process will be followed as usual. Fall extracurricular participants who failed and/or received a (U) in the previous (4th) quarter are allowed to practice before school starts up until the first day of school, then they must serve their two week probation.

The school office/principal will receive a list of extracurricular participants from the coaches/moderators prior to the opening of each extracurricular activity.

Students who are ineligible are ineligible for practices, games, meetings, etc.

### **Extra curricular activities included under this policy are:**

1. Sports
2. Student Council: Members are subject to the eligibility requirements as set forth in their by-laws
3. Servers: Are not eligible to leave class to serve, but would still serve as scheduled weekend Masses
4. Spring and fall musicals

Parents always have the option of removing a student from extra curricular activities before the student has received a failing grade and are encouraged to monitor their child's progress on an ongoing basis.

## **FIELD TRIPS**

Field trips are educational opportunities provided for the students. They are not a right but a privilege. A student showing conduct, which does not prove him/her trustworthy on such occasions, will not be allowed to go. Field trips are school days and students not accompanying their class are expected to be in school. An alternative assignment will be given for a learning experience. A parent's/guardian's signature on the standard school field trip permission form is required before a student will be allowed to go. Verbal permission by phone is never permitted. If parent drivers are used, they must have adequate liability insurance. Seat belts must be provided and used by all student passengers.

## **GUM/SNACK POLICY - SCP1024**

Gum chewing and snacking, unauthorized by the teachers, are not allowed during the school day in the building, on school property, or on field trips. A fine of \$1.00 will be imposed for the first infraction. This initial fine will be doubled with each subsequent infraction. With each transgression a disciplinary referral form will be sent to the parents for signature and must be returned to school the following day with payment.

## **HOMEWORK**

Homework is daily study, completing assignments not finished in school, work given for reinforcement, and studying for tests. Suggested time for homework should be approximately:

|                |            |             |            |
|----------------|------------|-------------|------------|
| Grades 1, 2, 3 | 30 minutes | Grade 6     | 60 minutes |
| Grades 4, 5    | 45 minutes | Grades 7, 8 | 90 minutes |

The teacher is not obligated to give homework or report cards to vacationers before a trip. It is the student's obligation to find out what he/she has missed due to an illness or vacation and to do the work in the time frame stipulated by the teacher. As a general rule late assignments are not accepted. Teachers exercise freedom in implementing this regulation in regard to their particular subject and/or grade.

## **LIBRARY**

All students use the school library under the supervision of the librarian or their homeroom or language arts teacher. Students experiencing difficulty returning books or paying fines will have their borrowing privileges limited or withheld. If a book is lost or damaged the librarian will determine the cost. Books not recovered must be paid for, including a shipping and handling fee. Since the reordering process is time consuming and costly, we would prefer to receive the book, even though it is long overdue, than to collect the charge. Past experience has shown that books are often recovered from the most unlikely places. A student's report card may be held in the office until all fines are paid and overdue books are returned. The same applies to books borrowed from the Parish Religious Education Library.

## **LOST AND FOUND**

1. If money, watches, eyeglasses or other valuable objects are found or lost on the premises the office should be notified.
2. Other articles found are to be placed in the parish hall in the box provided.
3. No student is to go from room to room looking for the owner of an article he/she found.
4. If found articles are not claimed, they will periodically be given to a worthy cause.

## **MISCELLANEOUS**

1. Personal radios, tape recorders, headsets, flashlights, cameras, electronic games, laser objects, beeping watches, cell phones/pagers/beepers, etc. are not permitted in school without permission of the teacher.
2. Silence and order are to be observed during a fire and/or tornado drill.
3. Students who return to school for practice of any type are not allowed to be on the school grounds until the time set for practice, nor are they to return to classrooms or the school hallway. They should use the back entrance to the cafeteria, or the main gym entrance of the Hession Parish Center and are not to enter before the scheduled time and before there is an adult supervisor. After practice is over, all are to leave the gym or cafeteria as directed by the coaches and adult supervisors.

## **NOON RECESS**

1. When staying in the building because of inclement weather, students must remain in homerooms.
2. Weather is monitored carefully. Students are not expected to go outside in severely cold or wet weather. A parent's note explaining a reason for a student not participating in outdoor play is required before a student will be allowed to remain in the building for recess.
3. Obedience and respect are to be shown to all adults and students who patrol the playgrounds.
4. Students must play only on their appointed playgrounds.
5. It is necessary to obtain permission from an adult patrol to reenter the building at noon. This should be requested only in case of emergency. After the emergency is taken care of, you are to sit on the bench outside of the office until your class returns to the building.
6. Snow, snowballs or ice may not be thrown at any time on school property.
7. At no time may you leave the school premises, even if ill, without the permission of the office.
8. Special permission is needed to be in the hallway at this time.
9. A student who cannot follow the above rules may be asked to go home over the noon break.

## **PASSES**

Fourth, fifth, sixth, seventh, and eighth grade students leave their classrooms only when a pass is obtained from the teacher.

## **PROMOTION AND RETENTION**

The following may be reasons for retention:

1. In grade one an average of F in reading
2. In grades two or three an average of F in reading and math.
3. In grades, four through eight an average of F in three major subjects.

Conditional promotion with summer school/tutoring:

1. In grades two or three an average of F in reading.
2. In grades four through eight an average of F in two major subjects.

A student may repeat a particular grade level for the benefit of maturity, lessening pressure, or any other reason deemed beneficial by the concerned parties of parents, teachers and principal.

## **REPORT CARDS**

1. Report cards are issued four times a year.
2. Students absent 10 days in a grading period do not receive a report card until work is completed.
3. Our marking system is based on the student's performance in these areas: Recitation, class participation, written work, homework, tests, conduct, and effort.

### **Explanation of marks:**

|            |                          |                                 |
|------------|--------------------------|---------------------------------|
| A+ = 100+  | C = 82-80                | S = Satisfactory Progress       |
| A = 100.96 | C- = 79-77               | I = Improving                   |
| A- = 95-93 | D+ = 76-75               | N = Needs Improvement           |
| B+ = 92-90 | D = 74-72                | US = Unsatisfactory Progress    |
| B = 89-87  | D- = 71-70               | INC = Incomplete                |
| B- = 86-85 | F = 69-below             | NA = Not evaluated at this time |
| C+ = 84-83 | O = Outstanding Progress |                                 |

## **Honor Roll**

Students in Grades 5-8 will be eligible for one of two honor rolls.

1. High Honors - A's with a maximum of two B's (B- is not acceptable), no less than S in conduct.
2. Honors - A's and/or B's with a maximum of one C (NO C-) in all subjects with no less than an N in conduct.

These students will receive recognition by receiving a ribbon included in their report card, and having their names published in the weekly parent newsletter. After the third quarter (for those students who are on an honor roll for all four quarters/three quarters from this current school year and the last quarter from the previous year) students and their parents will be invited to attend a continental breakfast. At the breakfast all students will receive a certificate, and students receiving High Honors will receive a pin. The fourth quarter of the fourth graders' school year will count toward their qualification for the honor roll.

## **RESPECT FOR PROPERTY**

Students will respect the property rights of the school as well as those of all other students. Restitution is required for any property damage. Students who walk to school are to use sidewalks where provided and avoid blocking traffic where there are not sidewalks by walking on the side of the road. Please emphasize respect for the property of others by reminding your children that short cuts through yards and other private property are violating the rights of others.

## **SAFETY**

### **Walkers and Bike Riders:**

1. Students are to cross only at patrolled areas and at times patrols are on duty.
2. Students on bicycles should exercise caution when walking their bicycles across the driveway next to the rectory.
3. Students who walk or ride bicycles are not to arrive at school before 7:35 a.m.
4. Students are not to operate any motorized vehicles on the school grounds, or bring such vehicles to school at any time.

## **SCHOOL SUPPLIES**

Students are responsible for all learning materials issued to them - textbooks, workbooks, library books, etc. Payment is to be made for lost or damaged items, including physical education equipment, damaged due to abuse or misuse.

1. Pens that click open and shut are not permitted.
2. Loose leaf notebooks are only permitted for those students required to have them on their school supply list.
3. All notebook paper must be standard loose leaf and wide ruled, not recycled.
4. Students are responsible for supplies as needed to be prepared for class.
5. All hardback textbooks must be covered by September 1st.

## **SEXUAL/RACIAL HARASSMENT POLICY - SCP1011**

It is the policy of St. Charles School to maintain a learning environment that is free from sexual harassment. It shall be a violation of this policy for any student to harass another student through conduct or communication of a sexual nature. Please contact the principal for the diocesan procedure for reporting sexual harassment. This is in compliance with Diocesan policy P4580 and procedure for P4580.

## **STUDENT COUNCIL**

### **Election of Members and Officers**

1. Students in grades 5-7 will elect the offices of President, Vice President, Secretary and Treasurer at a general election on a designated day in the spring. Officers will take office the following fall semester.
2. All offices are open to seventh grade students. Sixth graders may run for any position except President. Fifth grade students may run for Secretary or Treasurer. The following are the qualifications for all offices.
  - A. A grade average of C or better must be maintained.
  - B. Conduct and effort must be satisfactory (no U's or N's).

In addition the candidate for Vice President must have attended St. Charles for one year. The Presidential candidate must have attended St. Charles for one year and have had at least one year of Student Council experience or have held a position of leadership in some school sponsored organization.

### **Guidance for the Campaign**

1. Each candidate must have a petition signed by at least twenty-five students from grades 5-7 (only 5 from their own grade level). One parent/guardian, four teachers (one of these from the student's present grade level and one a Student Council Moderator) and the Principal must sign a student's petition. Names must be collected during lunchtime or ET. The petition is to be turned in to the sponsor by the designated date.
2. Each candidate may exhibit three posters approved by the designated moderator in the school hallway at the permitted time prior to the election.
3. Each candidate may distribute buttons approved by the designated moderator to the voters.
4. Each candidate will give a campaign speech approved by the designated moderator to the voting student body before the election.
5. The campaign should be carefully planned and dignity maintained at all times.

### **Homeroom Representatives**

Each homeroom from grades 5-8 shall have one representative and one alternate elected in the classroom by majority vote. This election will take place during the first quarter of the school year.

### **Student Council Members**

In order to remain on the Student Council students must qualify under the guidelines stipulated in the Student Council Constitution. Any student who has a position on the Student Council and is suspended from school immediately loses his/her position and will be replaced by the alternate if the student was a representative, or by another officer if that was the position held. If a student is off due to ineligibility because of grades, an alternate will take that position until he/she is again eligible.

## **SUBSTANCE ABUSE**

### **Drugs and Alcohol**

If the principal has reason to believe that a student is experiencing a substance abuse problem the principal shall arrange a conference with the student's parent(s) at which time the underlying problem and treatment options will be explored, as appropriate. The principal has the right to discipline any student up to and including expulsion, for any violation of the school's policies or rules and regulations of student behavior as stated in the St. Charles Handbook, regardless of whether the violation involved was related to the student's substance abuse problem.

**TELEPHONE/ CELL PHONE**

Students may use the telephone in the Hession Center lobby during after-school hours. The office telephone may be used when a student has a note of permission from a teacher. Parents are advised to contact their child during the school day by calling the school office. All rooms and offices have telephones in case of emergency.

**Electronic Communication Devices, Cell Phones, and other Electronic Media Devices:**

Electronic devices disrupt the educational process and are, therefore, not to be used during school hours.

**These devices must be turned off and kept in book bags during the school day.** Examples of these devices include, but are not limited to: cell phones, camera phones, PDAs, pagers, cameras, digital recorders, iPods, mp3 players, radios, headphones, personal stereo systems, electronic game players, CD players, DVD players, camcorders, and laser pointers.

**Electronic devices, which are either seen or heard, will be confiscated with the following consequences administered.**

- 1<sup>st</sup> Offense:** After-School Detention. Parent must pick up the device.
- 2<sup>nd</sup> Offense:** Saturday School. Parent must pick up the device.
- 3<sup>rd</sup> Offense:** In-School Suspension. Parent may pick up device after two weeks.
- 4<sup>th</sup> Offense:** Discipline may include Out-of-School Suspension or Expulsion. Device held indefinitely.

**INTERNET USER AGREEMENT**

**As a user of the St. Charles Borromeo Catholic School computer network, I hereby agree to comply with the stated rules, terms, and conditions, honoring all relevant laws and restrictions.**

I understand that my use of the Internet connection in the school is a privilege, not a right. Inappropriate use will result in a cancellation of those privileges. The school administration determines appropriate use and their decision is final. Further disciplinary action may follow as indicated in the school handbook.

I understand that I am expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

**Network Etiquette**

1. Be polite. Do not send abusive messages to others.
2. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
3. Illegal activities are strictly forbidden.
4. Keep your personal address and phone number private and do not reveal the phone numbers of students or colleagues.
5. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
6. Use the network in such a way that will not disrupt the use of the network by other users.
7. Note that all communications and information accessible via the network should be assumed to be private property.
8. Inform the technology facilitator of any security problem immediately.
9. Inform the technology facilitator of any unsolicited on line contact immediately.

**I understand that the following are not permitted:**

1. Sending or displaying offensive, violent, pornographic, obscene or sexually explicit messages or pictures.
2. Using violent, abusive, obscene or sexually explicit language.
3. Sending harassing, insulting, or threatening messages.
4. Damaging computers, computer systems, or computer networks or attempting to harm or destroy data of another user.
5. Violating copyright laws.
6. Unauthorized use of another's password.
7. Trespassing in other's folders, work, or files.
8. Intentionally wasting resources.
9. Employing the network for commercial purposes.
10. Transmission of any material in violation of any U.S., state or local law.
11. Obtaining software or data fraudulently or illegally.
12. Revealing one's own or another's personal address or phone number.

**ST. CHARLES SCHOOL STUDENT HANDBOOK AGREEMENT**

This is your copy of the St. Charles Student Handbook containing the rules and regulations for the 2009-2010 school year. Included is also the school's Internet Agreement. In order that you might better understand the philosophy and expectations of St. Charles School, it is important that you thoroughly read this booklet. Your signature on the form provided by your homeroom teacher indicates that you have read and accept the rules and regulations of our school including the Internet Agreement.

Please keep in mind that any violation of the Internet Agreement is not only unethical, but may constitute a criminal offense. If you commit any violation, your privileges may be revoked. Pending investigation, school disciplinary action will be taken, and/or appropriate legal action taken.

\*\*\*\*\*

**STUDENT STATEMENT:**

I have read and do accept the rules and regulations including the Internet Agreement as printed in the 2011-2012 St. Charles Student Handbook.

**Student Name (Print Please):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Homeroom:** \_\_\_\_\_

# HELPFUL READING/WRITING STRATEGIES



## PREDICTION

### WHAT IS GOING TO HAPPEN?

1. Use your **senses** (sight, hearing, smell, touch, taste) to **visualize** as if you were in the story.
2. Use the **pictures** as clues!
3. Take a “**walk**” through the story to get an idea of what it is about and what will come. **Skim** the story.
4. Look at the **vocabulary words** you will come across in the story.
5. Use the **author’s hints** as you read to predict what will happen next.

## How to Use Context Clues

Hints for those words you DO NOT know!

1. Find a **synonym** (word that means the same) or an **antonym** (word that means the opposite).
2. Look up the **definition** in the dictionary.
3. Use the **pictures** found on the page.
4. Find an **example** of what that word may mean by looking at the words in the sentence.



## Decode A Word

How to READ a word you DO NOT know!

1. Does it **rhyme**?
2. Do you recognize a **sound** in the word?
3. Do you see a **blend**?
4. Can you find a **chunk** you know?
5. Do you know the **beginning sound**?
6. Do you know the **ending sound**?

## Note Taking Skills

- I. Topic/Title
  - A. Heading
    1. Sub-heading/Main Idea
      - a. Major Details

### **Other Forms:**

- \*\*Venn Diagram (comparison)
- \*\*KWL Chart (Know/Want to know/Learned)

## Parts to a Great Story

Setting—Where the story takes place

Characters—the people in the story

Plot—what takes place in the story?

Conclusion—how did the story end?



# 6+1 Trait Writing Rubric for Students

| ORGANIZATION   | VOICE   | SENTENCE FLUENCY  |
|--|---|---|
| <p><b>5—Clear and compelling. I have chosen an order that works well and makes the reader want to find out what comes next.</b></p> <p>a.) My beginning grabs the reader’s attention and gives clues about what is coming.</p> <p>b.) Every detail adds a little more to the main idea or story.</p> <p>c.) My details are in the right place.</p> <p>d.) I ended at a good spot. I have a strong conclusion or ending.</p>  | <p><b>5—Really individual and powerful. My paper has personality and sounds different from the way anyone else writes.</b></p> <p>a.) I have put my personal stamp on this. It’s me!</p> <p>b.) Readers can tell I’m talking right to them.</p> <p>c.) I write with confidence and security.</p> <p>d.) My paper is full of feelings and the reader will know how I feel.</p> <p>e.) Nobody else sounds like this.</p>  | <p><b>5—Varied and natural. The sentences in my paper are close and delightful to read out loud.</b></p> <p>a.) Some are lone and stretchy. Some are short and snappy.</p> <p>b.) It’s easy to read my paper out loud. I love the sound of it.</p> <p>c.) Sentence beginnings vary.</p> <p>d.) Good sentence sense. My sentence flows.</p> <p>e.) All excess baggage has been cut out.</p>                              |
| <p><b>3—Some really smooth parts, others need work. The order makes sense most of the time.</b></p> <p>a.) I have a beginning, but it doesn’t really grab you or give clues about what is coming.</p> <p>b.) Sometimes it is not clear how some of the details connect or the story or main idea.</p> <p>c.) Some of the details should come earlier or later. I may have lingered too long in some areas and sped through others.</p> <p>d.) I have a conclusion, but it is ho-hum.</p> | <p><b>3—Individuality fades in and out. What I truly think and feel only shows up sometimes.</b></p> <p>a.) Although the reader will understand what I mean, it won’t make them feel like laughing, crying, or pounding on the table.</p> <p>b.) My writing is right on the edge of being funny, excited, scary, or honest—but it is not there yet.</p> <p>c.) My personality pokes through here and there, but gets covered up again.</p> <p>d.) My writing is pleasant, but cautious.</p> <p>e.) I’ve done more telling than showing.</p> | <p><b>3—Routine and functional. Some sentences are choppy and awkward, but most are clear.</b></p> <p>a.) Some of my sentences are smooth and natural, but others are halting.</p> <p>b.) When I read my paper, most of the sentences have the same patterns.</p> <p>c.) Many sentences begin the same way.</p> <p>d.) My paper shows some interesting sentences.</p> <p>e.) I have used more words than necessary.</p> |
| <p><b>1—Not shaped yet. The order of my paper is jumbled and confused.</b></p> <p>a.) There really isn’t a beginning or introduction to my paper. It just takes off.</p> <p>b.) I’m confused about how the details fit with the main idea or story line.</p> <p>c.) My ideas seem scrambled, jumbled, and disconnected.</p> <p>d.) Conclusion? Oops, I forgot!!</p>  | <p><b>1—Not me yet. I’m not comfortable or don’t know what I truly think or feel yet.</b></p> <p>a.) If you didn’t already know, you might not know who wrote this paper.</p> <p>b.) I’m not comfortable sharing. I’ve taken the safest route by hiding my feelings.</p> <p>c.) I sound like a robot.</p> <p>d.) My paper makes the reader yawn.</p> <p>e.) My paper is all telling and no showing.</p>   | <p><b>1—Paper needs work because there isn’t enough sentence sense yet.</b></p> <p>a.) As I read my paper I have to go back and read over, just to figure out the sentence.</p> <p>b.) The sentence patterns are repetitive.</p> <p>c.) I’m having a hard time telling where one sentence stops and another begins.</p> <p>d.) I have do quite a bit of oral editing to help the ready get the meaning.</p>             |

# 6+1 Trait Writing Rubric for Students

| IDEAS & CONTENT  | WORD CHOICE   | CONVENTIONS  |
|--|---|--|
| <p><b>5—Focused, clear, specific. It keeps the reader’s attention.</b></p> <p>a.) I know a lot about this topic and added interesting tidbits.<br/>           b.) I showed what was happening instead of telling.<br/>           c.) My topic was small enough to handle.<br/>           d.) I can easily answer the question, “What is the point of this paper/story?”</p>                            | <p><b>5—Extremely clear, visual, and accurate. I picked the right words for the right places.</b></p> <p>a.) My words are colorful, snappy, vital, brisk, and fresh. You won’t find overdone, vague or flowery language.<br/>           b.) All the words in my paper fit. Each one seems just right.<br/>           c.) Look at all my energetic verbs!<br/>           d.) Some of the words and phrases are so vivid the reader won’t soon forget them.</p>                     | <p><b>5—Mostly correct. There are very few errors in my paper.</b></p> <p>a.) My spelling is accurate.<br/>           b.) I have used capitals correctly.<br/>           c.) Every paragraph is indented to show where a new idea begins.<br/>           d.) Periods, commas, exclamation marks, and quotation marks are in the right places.<br/>           e.) My grammar/usage is consistent and shows control.</p>   |
| <p><b>3—Some really good parts, some not there yet!</b></p> <p>a.) Some things are new, other things everyone else already knows.<br/>           b.) Details are general. (nice, fun, some, good.)<br/>           c.) I’m still thinking aloud on paper. I’m looking for a good idea.<br/>           d.) Maybe I’ll write about this or maybe I’ll write about that.</p>                               | <p><b>3—Correct, but not striking. The words get the message across, but don’t capture the reader’s attention.</b></p> <p>a.) I used everyday words pretty well, but I did not stretch for a new and better way to say things.<br/>           b.) Most of the time the reader will figure out what I mean even if a few words are messed up.<br/>           c.) My words aren’t real specific. Better, juicy details.<br/>           d.) I used tired out clichés or phrases.</p> | <p><b>3—About half-way there. A number of bothersome mistakes need cleaning up.</b></p> <p>a.) Spelling is correct on simple words. It may not be right on harder words.<br/>           b.) Most sentences and proper nouns begin with capitals, but a few have been over looked.<br/>           c.) At least one paragraph is present. Others might not all begin in the right spots.<br/>           d.) Problems in punctuation make the reader stumble and pause now and then.<br/>           e.) Several grammar problems are evident.</p> |
| <p><b>1—Just beginning to figure out what I want to say.</b></p> <p>a.) I haven’t shared much information. I don’t seem to know much about this topic.<br/>           b.) My details are so vague it’s hard to picture anything.<br/>           c.) I’m still thinking aloud on paper. I’m looking for a good idea.<br/>           d.) Maybe I’ll write about this or maybe I’ll write about that.</p> | <p><b>1—Confusing! The reader is often asking “What did them mean by this?”</b></p> <p>a.) A lot of words and phrases are vague. (We were friends and stuff.)<br/>           b.) My words don’t make pictures yet. (It was awesome.)<br/>           c.) Some of my words are misused.<br/>           d.) I used the same words over and over, until my paper was over.</p>  | <p><b>1—Editing not under control yet. It would take a first reading to decode and a second reading to get the message.</b></p> <p>a.) Spelling errors are common, even simple words.<br/>           b.) Capital letters are scattered all over or not at all.<br/>           c.) I haven’t got the hang of paragraphs yet.<br/>           d.) Punctuation is very limited and makes reading this paper difficult.<br/>           e.) Frequent grammatical errors-not much editing.</p>  |



# Writing Process

1. **Pre-Write**—Get your thoughts and facts together.
  - \*Brainstorm ideas.
  - \*Make a list, create a web, gather information.
2. **Draft**—Write it out as a first try or second try. You can draft as many times as you need!
  - \*Take your pre-write notes and begin to write!
3. **Revise**—Read through your draft and look for ways to improve your paper.
  - \*Have someone else help you revise!
  - \*Revise as many times as you need.
4. **Edit**—Check for spelling and grammatical errors.
  - \*Use your proofreading marks (shown below).
5. **Publish**—Make those finishing touches to make it look great!
  - \*Add a picture/graphic?
  - \*Type it out?

## PROOFREADING MARKS

⌘ indent

^ add

∞ take out

≡ Make a capital letter.

/ Make a small letter.

sp Check spelling.

⊙ Add a period.

# Math Prompts

## Start + Gain = End

1. Read the problem
2. Did the person gain in the story?
3. Write **start + gain = end**.
4. Write the amount started with or a "?" over "start".
5. Write the amount gained or a "?" over "gain".
6. Write the amount ended with or a "?" over "end".
7. So to solve this problem, do we add or subtract?
8. What's the answer?
9. What's the label?

## End + Lose = Start

1. Read the problem
2. Did the person lose in the story?
3. Write **end + lose = start**.
4. Write the amount ended with or a "?" over "end".
5. Write the amount lost or a "?" over "lose".
6. Write the amount started with or a "?" over "start".
7. So to solve this problem, do we add or subtract?
8. What's the answer?
9. What's the label?

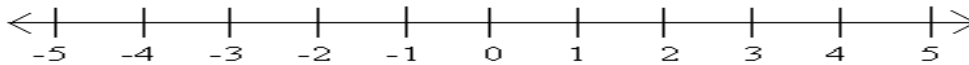


## Class + Class = Biggest Class

1. Read the problem.
2. Underline the three classes.
3. The biggest class goes under the 3<sup>rd</sup> blank.
4. Write the two smaller classes under the 1<sup>st</sup> and 2<sup>nd</sup> blanks.
5. For each class write the amount or a "?" if it is not known.
6. Do we add or subtract?
7. What's the answer?
8. What's the label?

## Less + Difference = More

1. Read the problem.
2. Underline the comparing sentence.
3. Read it covering the number.
4. Write the one that's more under the end.
5. Write the one that's less under the first blank and "diff" under the middle.
6. Write the number in the comparing sentence over "diff" or put the "?" there.
7. Write the amount of each "?" over its label.
8. Do we add or subtract?
9. What's the answer?
10. What's the label?



## Mixed Multi-Step

1. Read the problem
2. Use the ending question so set up the first problem.
3. Fill in the blanks with the information given.
  4. **Make a box around the information that's missing.**
  5. **Write a question for the information that's missing.**
  6. **Use your question to set up for the next problem**
7. Fill in the blanks with the information given.
8. If enough information isn't given, repeat steps 4,5,6.
9. When enough information is given, then solve.
10. Take answer from each step to help answer the step above.
11. What's the answer to the ending question?
12. What's the label?

### Class + Class + Class = Biggest Class

1. Read the problem.
2. If the problem has classes, underline the classes.
3. Write the biggest class under the sum spot of a number sentence.
4. Put the smaller classes under the first blanks.
5. For each class write the amount or a "?" if it is not known.
6. Add the numbers on one side of the equals sign.
7. If trying to find the sum, this all you do. If the sum is known, start with the sum and subtract the sum of the numbers from the other side of the equals sign.
8. What's the answer?
9. What's the label?



### Out + End = In

1. Read the problem.
2. If the problem has both gaining and losing or more than one of either, write **out + end = in**.
3. Make boxes over "out" and "in", and a blank over "end".
4. Re-read the problem and put each quantity in a column over the right box:
  - \*put the starting quantity **over** the "in" box
  - \*put all quantities that are gaining or adding **over** the "in" box.
  - \*put all quantities that are losing or going away **over** the "out" box,
5. Add the quantities in the columns and write the sums in the boxes.
6. If the final question asks for what is left at the end, write "?" over the "end" and solve by subtracting the total "out" from the total "in".
7. What's the answer?
8. What's the label?

### Groups X Things/group = Things

1. Read the problem.
2. If it describes equal sized groups (with *each, every, per, a*) underline the sentence.
3. In the underlined sentence the word right after each or every (per, a) is the "group". Put that word under the first blank in the number sentence.
4. "What's in each group?" Write those things under the 3<sup>rd</sup> blank.
5. Label the middle blank as "things" per "group".
6. Write the number in the underlined sentence or "?" above the middle blank.
7. Write the number of the groups or a "?" over the first blank.
8. Write in the number of things or a "?" over the third blank.
9. Do we multiply or divide?
10. What's the answer?
11. What's the label?

### Mixed Multi-Step

1. Read.
2. End question set up.
3. Fill in.
  4. Box missing.
  5. Write question.
  6. Set up.
7. Fill in.
8. Repeat 4,5,6?
9. Solve.
10. Take answer(s) up.
11. Answer end question
12. Label.

# Math

### Ratio Tables

1. Read.
2. Do number family.
3. Ratio column.
4. Ratio equation.
5. Solve.
6. What's the answer?
7. What's the label?

### Ratio Equations

1. Read.
2. Names in a fraction.
3. Number with names.
4. Cross multiply and divide.
5. What's the answer?
6. What's the label?